



# Pupil premium strategy statement

We aspire to be a happy community in which we flourish spiritually, socially and academically

1. Summary information					
<b>School</b>	Freeland Primary CE School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£7880	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	132	<b>Number of pupils eligible for PP</b>	10	<b>Date for next internal review of this strategy</b>	March 2019

The pupil premium (introduced in 2011) gives schools extra funding to raise the attainment of disadvantaged pupils from reception to year 6 and close the gap between them and their peers.

In the 2018-19 financial year, schools received **£1,320** for each primary-aged child registered as eligible for free school meals or at any point in the last 6 years, **£300** for each pupil whose parents(s) are currently serving in the armed force and **£1,900** for each pupil who is looked after or in care.

The pupil premium (introduced in 2011) gives schools extra funding to raise attainment of disadvantaged pupils from reception to year 6 and close the gap between them and their peers.

At Freeland CE Primary School we engage with the latest findings on successful working with disadvantaged children. The deputy head teacher (Mrs Penny McCarthy) works as our PPG leader, which includes monitoring and planning the provision for children entitled to the Pupil Premium Grant. We also have a designated Governor for Pupil Premium, Caroline Taylor, and it is an item on the agenda for governor meetings. Pupil premium is also an item on every staff meeting agenda.

2. Current attainment		
<b>Attainment for: 2017-2018 (133 pupils) Whole school</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
<b>% achieving expected standard or above in reading</b>	86%	80%
<b>% achieving expected standard or above in writing</b>	82%	80%
<b>% achieving expected standard or above in maths</b>	82%	60%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Social and emotional intelligence	
<b>B.</b>	Historical underachievement in writing and maths including the most able pupils	
<b>C.</b>	Poor access to life enriching experiences	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Historical personal circumstances	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To develop emotional literacy in pupils so that they can have increased self-esteem and self-worth and manage emotions appropriately.	QCA behaviour assessments will show an improvement from the baseline Target Tracker data will show that children will make good or better progress from their starting point.
<b>B.</b>	To raise attainment in reading, writing and maths.	Target Tracker and end of key stage assessments will show a discernible closing of achievement gap between PPG and non PPG pupils.
<b>C/D</b>	To extend opportunities for pupils entitled to PPG so that they have an equal access to the same opportunities as non PPG pupils do.	There will be an increase in PPG pupils attending extra-curricular activities, including trips.

5. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise attainment in reading and writing.	Early identification by teacher and provide 1:1 support in class Quality first teaching from class teacher and TA Targeted teaching. Teaching Assistants to regularly work with PPG Use of PiXL resources to target gaps in learning.	The class teacher knows the child best and is ideally placed to pick up and address issues as they arise  Recommendations 1-4 on the use of teaching assistants in everyday classroom from Making Best use of Teaching Assistants Guidance Report Education Endowment Foundation 2016 - Use TAs to add value to what teachers do, not replace them - Use TAs to help pupils develop independent learning skills and manage their own learning - Ensure TAs are fully prepared for their role in the classroom	Head/deputy/SENCo to monitor use of TA's in lesson observations and learning walks	Head/ Deputy	Head/ Deputy and PP Governor at assessment points (3 times a year)
	PiXL programme (£1,000)	To give whole staff training and build resources within the school to teach dyslexic PPG children and others across the school more effectively	SENCo to monitor teaching and use of resources	SENDCo	SLT to review implementation and effectiveness 3 times a year
	Dyslexia resources (£1,000)  Booster sessions for SPAG (£300)	Small group highly focussed sessions have historically proved to have impact.			

To raise attainment in maths	<p>Maths mastery approach (Continue from last year)</p> <p>Booster sessions maths (Year 6) (£300)</p>	<p>'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning'. Sutton Education Trust (2011)</p>	Head/Deputy/Maths co-ordinator to follow the monitoring cycle outlined in the School Development plan	Head/Deputy/Maths Co-ordinator	3 times a year
<b>Total budgeted cost</b>					£2,600
<b>ii. Targeted support/Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To develop emotional literacy in identified pupils.	<p>For identified teaching assistant to work as an ELSA (emotional literacy support assistant) with identified pupils. £650 for training + TA time (£1,000 ELSA TA hours) £380 resources</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Found from Education Endowment Foundation 2016</p>	Line manager will support and monitor.	SENCo	Termly
To extend opportunities for pupils entitled to PPG.	<p>Parents supported with the cost of activities including residential trips, afterschool clubs and other extra-curricular activities. (£2,850)</p>	<p>The rationale behind supporting pupils access to trips, music/dance lessons and involvement in after school clubs is to help nurture and develop all children to ensure they are given equal opportunities.</p> <p>Sutton Trust – 'outdoor adventure learning adds 3+ months whilst supporting activities add 2+'.</p>	Monitoring from deputy.	Deputy	Termly
<b>Total budgeted cost</b>					£4,880

6. Review of expenditure				
Previous Academic Year		2017 - 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To raise attainment in writing.	Early identification by teacher and provide 1:1 support in class Quality first teaching from class teacher and TA Targeted teaching. Teaching Assistants to regularly work with PPG	From lesson observations, teachers and TAs are able to identify who the PPG children are in their class and have a good understanding of their needs and next steps  End of key stage assessments and target tracker data showed that there was no discernible difference between PPG and non PPG	Further training in curriculum knowledge will enable TAs to provide increased support	
	Dyslexia training and resources	The session was cancelled by the provider, to be rescheduled next academic year	To be booked by SENCo for early 18/19 academic year	£2,605
	Booster sessions for SPAG	End of Key Stage two results in SPAG show that 86% of pupils achieve standards or above with 50% above ARE.	Highly effective. Continue next year starting after Feb half term	£300
To raise attainment in maths	Maths mastery approach (Continue from last year)	In KS1 data shows that there has been an increase in children achieving expected in maths. Maths lesson observations and book evidence show that the mastery approach has become embedded across the school. This will be extended next year through Bar Modelling training.		£300
	Booster sessions maths (Year 6)	SATs results show that identified pupil 1 achieved expected in maths (predicted to be below) Year 6 children were able to demonstrate skills learned from booster sessions in class	Highly effective. Continue next year starting after Feb half term	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To improve self-esteem and confidence	Outstanding behaviour training delivered by MBOX	All staff sharing same understanding of behaviour strategies and having an improved understanding of behaviour as a communication.	Continue with approach	£560
To improve self-esteem and confidence in identified pupils	The Skillforce Junior Prince's Award.	Observations of the sessions and baseline assessments showed that on the whole, PPG children benefitted greatly from the sessions. Parents and teachers have both commented on the impact.	Parents were consulted on repeating the course next year. While there was a lot of interest, it was not significant enough to be financially viable. The option of running the course biennially will be investigated next year.	£4,165
To extend opportunities for pupils entitled to PPG.	Parents supported with the cost of activities including residential trips, afterschool clubs and other extra-Curricular activities.	Parents are consulted on the needs of their child and where possible, this is used to help establish the range of activities offered. There was greater involvement with extra-curricular activities from some PPG children.	The use of PPG money to contribute to the cost of swimming/residential trips should be considered only for those faced with financial difficulty. Using PPG money routinely for this purpose does not confer a benefit for the specific child or wider school population	£2,850

<b>7. Additional detail</b>